

2026 Annual Implementation Plan

for improving student outcomes

Koonung Secondary College (7954)



Submitted for review by Andrew Mcneil (School Principal) on 20 January, 2026 at 02:36 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 27 January, 2026 at 10:31 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Embedding	Evolving	Embedding	Embedding

Future planning for 2026	We are tracking well against our 4 year targets and await the release of the VCE results in December as the final indicator of progress for 2025. We were able to implement the vast majority of our planned actions in 2025 and am confident in our planning procedures to ensure that we continue to focus on supporting students to develop socially and emotionally in order to achieve academically.
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To maximise learning outcomes for all students	Yes	By 2028, increase the 2024 percentage of Year 9 students in NAPLAN Exceeding: <ul style="list-style-type: none"> • Reading from 35% to 40% • Writing from 33% to 38% • Numeracy from 29% to 35% By 2028, decrease or maintain the 2024 percentage of Year 9 students in NAPLAN Needs additional support <ul style="list-style-type: none"> • Reading from 7% to 5% • Writing at 4%. 	Strengthen instructional practice to enable all students to excel.	Yes
		By 2028, increase the 2024 percentage of Year 9 students with more than a year's expected growth (semester one, teacher judgement): <ul style="list-style-type: none"> • Reading from 18% to 25% • Writing from 17% to 25%. 	Develop student capability to maximise their learning outcomes.	Yes
		By 2028: <ul style="list-style-type: none"> • increase the VCE All-Study median score from 32 (2023) to 33 • maintain the percentage of students with a Unit 3-4 study score at or above 40 at 10%. 		
		By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): <ul style="list-style-type: none"> • Differentiated learning challenge from 57% to 62% 		

		<ul style="list-style-type: none"> • Effective teaching time from 63% to 68% • High expectations of success from 70% to 75%. 		
		<p>By 2028, increase or maintain the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Academic emphasis from 57% to 62% • Teacher collaboration from 54% to 58% • Promote student ownership of learning from 67% to 70% • Collaborate to scaffold learning at 80%. 		
		<p>By 2028, maintain the 2023 percentage positive endorsement on the Parent/Carer/Guardian Opinion Survey (PCGOS):</p> <ul style="list-style-type: none"> • High expectations of success at 88% • Effective teaching at 75% • Stimulating learning environment at 73%. 		
To optimise student wellbeing and engagement.	Yes	<p>By 2028, reduce the 2023 percentage of students with over 20 days absence (years 7 to 12):</p> <ul style="list-style-type: none"> • all students - from 30% to 20% • girls - from 34% to 30%. 	Develop and embed practices to optimise student engagement and wellbeing.	Yes
		<p>By 2028, increase the 2024 percentage positive endorsement on AtoSS:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 58% to 65% • Self-regulation and goal setting from 62% to 65% <p>By 2028, reduce the 2024 percentage 'not positive' endorsement by girls on AtoSS:</p> <ul style="list-style-type: none"> • Sense of connectedness from 21% to 17%. 	Enhance staff and student capacity to build relational engagement.	Yes

		<p>By 2028, increase the 2024 percentage positive endorsement on the SSS:</p> <ul style="list-style-type: none"> • Believe student engagement is key to learning from 87% to 90% • Support growth and learning of the whole student from 72% to 75%. 		
		<p>By 2028, increase or maintain the 2023 percentage positive endorsement on the PCGOS:</p> <ul style="list-style-type: none"> • Student motivation and support from 58% to 62% • Parent participation and involvement from 74% to 77% and • Promoting positive behaviour at 85% . 		

Define actions, evidence of change and tasks

Goal 1	To maximise learning outcomes for all students	
KIS 1.a	Strengthen instructional practice to enable all students to excel.	
Actions	To strengthen instructional practice, the College will focus on embedding VTLM2.0 and the Gradual Release of Responsibility (GRR) model of Explicit Instruction. This will include enhancing the College's LETS LEARN Instructional approach. We will continue with our 'Focus on 40' as a strategy to build practice designed to engage and extend students to achieve at their very personal best and deepen our PLC approach to allow teams of teachers to work collaboratively in planning for high quality, differentiated, and engaging curriculum as well as working together to improve pedagogical approaches.	
Evidence of change	Key evidence of change includes; improvement is school level data including AtoSS data for stimulated learning, effective teaching time and differentiated learning challenge, staff understanding and use of the VTLM, parent perception of student cognitive engagement and development and in achievement data including VCE data, NAPLAN data and Teacher Judgements across the curriculum.	
Tasks	People responsible	
Deliver workshops as part of the 'Focus on 40' approach in promoting higher order thinking and approaches to improving student outcomes at both the VCE level and in the Middle School program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	
Engage in a PLC Inquiry Cycle in the use of AI to enhance teaching and learning and deliver workshops and professional learning to all staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Student leadership coordinator	
Complete a cycle of Peer Observation/Learning Walks in Term 1 on PLC Inquiries into Calm Classrooms and Focus on 40. Use Clarify Ed as the tool to record peer observations and use the data as a self-reflection tool.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	

Conduct a short PLC Inquiry cycle in Term 2 in the use of Literacy across the Curriculum.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy improvement teacher
Deliver workshops on differentiation as part of a cycle of inquiry into Explicit Teaching in Term 3.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team
Deliver workshops on supported application as part of the Term 3 PLC Inquiry cycle into Explicit Teaching. Engage in a round of Peer observations to support developing practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders
KIS 1.b	Develop student capability to maximise their learning outcomes.
Actions	We will continue to deepen our use of the 'Calm Classrooms' approach that has been in place at Koonung as a device to ensure we maximise learning time and a safe, orderly and calm learning environment every student. We will begin to embed approaches that will support students to develop self-organisation skills in their approach to study and learning and continue to embed our Connect and Live Life programs to support students in developing approaches to support their learning.
Evidence of change	Key evidence of change includes; improvement in school level data including AtoSS data for stimulated learning, student voice, and effective classroom behaviour; staff understanding and use of the VTLM and school climate, parent perception of stimulated learning environment and student organisation, motivation and support and in achievement data including VCE data, NAPLAN data and Teacher Judgements across the curriculum.
Tasks	People responsible
Develop and deliver a Senior School Academic Coaching program including the Year 12 Launch, Mentoring program, self-organisation skills and masterclasses.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s
Deliver workshops as part of the 'Calm Classrooms' PLC Inquiry in Enabling Learning, PCMS and Lesson starters and closings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team

		<input checked="" type="checkbox"/> Learning specialist(s)
Undertake along cycle PLC inquiry into Quality Assessment, including workshops on developing quality assessment tasks, use of developmental rubrics and exploring the PCMS of opportunities to respond, activity choice and sequence and task difficulty. Embed a Quality Assessment (QA) Review system across the curriculum to promote the use of high-quality assessment in all domain teams.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Complete a Homework Policy review and develop consistent College wide procedures for use of Homework to support learning. The approach will focus on 'spacing and retrieval' and 'revisit and review' from the Victorian Teaching and Learning Model 2.0.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)
Develop and deliver extension and support classes and programs in English and Mathematics. This includes Quicksmart Literacy and Numeracy, extension VCE English classes at Year 11 and 12, MHAP, Year 9 Advance Mathematics and support withdrawal programs for Literacy and Numeracy		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader
Conduct a student leadership and House system review and create recommendations for implementation in Semester 2.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student leadership coordinator
Review all Senior School and Middle School Policies and update Handbooks by the start of Semester 2		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s
Goal 2	To optimise student wellbeing and engagement.	
KIS 2.a	Develop and embed practices to optimise student engagement and wellbeing.	
Actions	To support the continuous improvement of student engagement and wellbeing, as well as staff well-being, We will undertake a number of approaches and programs that both upskill staff and students, while using evidence-based approaches to build a culture of wellbeing and high-level engagement. This includes our Connect program, our approach to Calm Classrooms, the Live Life Program, Academic Coaching and support program in the Senior School as well as embedding our actions from our Reconciliation Action Plan. Koonung espouses the whole curriculum	

	<p>approach, that is, students undertake the complete curriculum in Years 7 and 8 and begin to make subject selections from Year 9. This approach allows students to identify their interests and talents and supports engagement through subject selection during the middle stage of their secondary education. It is time to review the curriculum approach at Years 7-10 to ensure we are catering to needs of students.</p>
Evidence of change	<p>Key evidence of change can be measured using data tools such as attendance and a reduction in student absences as well as improvement in student wellbeing as measured through the attitudes to school survey. Ultimately, student engagement is best observed through the interactions between the students with their peers, with staff of the college and engagement with their learning.</p>
Tasks	People responsible
<p>Embed an early intervention approach to improving attendance. Review student absence at the end of Term 1,2 and 3 and target three groups of students- those below 70% attendance, those at 70-80 attendance and students at 80-90% attendance. Ensure all interventions and attendance improvement plans are recorded on Compass and all use of the resources in the College including Engagement and Wellbeing teams to support reduced student absenteeism.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team
<p>Deliver workshops and professional learning as part of the PLC Inquiry in 'Know Your Students'. this includes professional learning on data analysis of VCE data, NAPLAN data and Teacher Judgement as well as workshops of building relational connection.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Sub school leader/s
<p>Incorporate student voice in the planning and delivery of the Connect program at Years 7-9.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
<p>Undertake a Curriculum review and develop key recommendations for delivery in 2027.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal
<p>Review the Wellbeing and Engagement approach at Koonung in Semester 1, make recommendations for implementation for 2027 and update Wellbeing and Engagement handbooks.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal

		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team
KIS 2.b	Enhance staff and student capacity to build relational engagement.	
Actions	The VTLM2.0 (including the Positive Classroom Management Strategies) and other supports from the Department such as the High Impact Well-being Strategies have been in use at Koonung. the college has seen an improvement in wellbeing and engagement in our students and the work of all staff with be to deepen our understanding and use of the approaches to support both relational engagement and providing a psychologically safe learning environment for students and staff.	
Evidence of change	Relational engagement is measured in two key ways- through student, staff and parent opinion surveys and through the interactions we see on a daily basis. this includes developing and enhancing a culture of a clam orderly learning environment where it is saf for students to both make mistakes and challenge themselves to learn and achieve at their best. It is measured in the self- efficacy of both students and staff to achieve at their best and for staff to know that their individual and collective efforts contribute to student learning growth and achievement.	
Tasks		People responsible
Deliver professional learning and workshops in relational engagement as part of a short cycle PLC inquiry into relational engagement.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Sub school leader/s
Review Live Life Program and develop approach for implementation in 2027.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Sub school leader/s

<p>Reconciliation Action Plan- deliver and implement further actions including Yarn with Koorie parents</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
<p>Deliver programs to further engage girls at Koonung and build connection to the college and program. This includes the Inspiring Girls program, the Girls in STEM program, and female student focus groups.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)